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ABSTRACT

An indepth needs assessment was conducted to identify and prioritize institutional goals specified in terms of the vocational needs of the clientele that the training center is committed to serve. Following a task workshop to develop a list of institutional program areas of concern, a survey instrument was designed to determine the extent and importance of each of these 45 areas. Survey results were based on 142 responses: 87 from students, 28 from staff, and 27 from the Indian community. The three respondent groups were consistent in their agreement on relative priorities and severities of the various areas of concern. Major needs related to staff sensitivity, to student problems, communication systems, the training time period, training in work attitudes, job placement follow-up, and present and future manpower requirements. It was recommended that task forces be established to examine these concerns and prepare alternative solutions. Appended are the workshop starter list, survey instrument, and table of total survey data.
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COMPREHENSIVE NEEDS ASSESSMENT
GILA RIVER CAREER CENTER

Richard Armenta, Dean

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Prepared by

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From accurate, concise and timely information . . . .

functional decisions follow

CE008077

Gila River Career Center

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TO WHOM IT MAY CONCERN:

This document is a result of the many efforts of the administration, faculty and staff of the Gila River Career Center. Input has been obtained from each of these groups and from the community and students; and subsequently processed under the expertise of the consultants.

The central purpose of the entire project has been to identify the very needs of the Career Center. Those needs have been determined and are contained herein.

Furthermore, the "needs" identified are not those proposed by any administrator or advanced by any select group serving solely its own interest. Rather, the needs are the <u>verified</u> data of everyone involved with the enterprise of the Center.

This document expresses the needs and supplies the evidence necessary to judge the credibility of such needs. With that evidence as a guide and a tool, effective decision making can be better guaranteed and improvement more systematically secured for the quality of programs and services the Center provides.

Richard R. Armenta
Dean

April 15, 1976

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Executive Summary

Purpose

To conduct an in-depth needs assessment which will identify and prioritize institutional goals specified in terms of the vocational needs of the clientele that the Gila River Career Center is committed to serve. These needs will be identified by the needs assessment model with input from the students, staff, and community of the Gila River Career Center.

Approach

An analysis of institutional areas of concern was conducted. In order to accomplish the analysis, a comprehensive needs assessment model was developed and utilized to expose particularly severe areas of concern.

The following major steps were employed:

1. A task workshop was conducted to develop a list of institutional program areas of concern.
2. The areas of concern were then prioritized for program priority (VALUE).
3. A survey instrument was designed to solicit information in regard to the extent and importance of each of the areas of concern and this instrument was administered to the following involved sub-publics:
   a. Students
   b. Gila River Career Center Staff
   c. Community Representatives
4. A model was developed and utilized which incorporated the VALUES, EXTENT, and IMPORTANCE of the generated areas

of concern. The model, after statistical computations, had as its outcomes the severity of the problem areas.

5. The returned survey responses were scored and ranked for inclusion in the model.
6. The model was employed to generate the ranks of the areas of concern in terms of severity; the results and recommendations, summarized in the following section, evolved.

Results and Recommendations

1. The sub-publics appear to agree quite consistently with the relative priorities and severities of the various areas of concern.
2. The combined sub-publics agree that we need to:
   a. Administration

      Examine the staff sensitivity to student problems; the school communication system; the school's communication with the agencies; the need for Indian community interest and job placement follow-up.

   b. Curriculum

      Examine the adequacy of the training time period; training in work attitudes; high school/GED diploma and present and future manpower requirements.
3. That task forces be established as the next step. Their purpose will be to define the extent of the present situation relative to the need expressed and prepare alternative solutions. This task force should be representative of the various sub-publics that have participated and contributed to this needs assessment.

4. The task force, in order of priorities and logistical abilities, examine the extent to which, if any, that:

   a. The training period be changed to reflect program needs rather than logistic constraints. That the training include time and effort for the assessment of student problems, and the assistance in the resolving of these student-centered problems.

   b. The school's basic communication system reflect the communication needs of the students and staff.

   c. Increased dialogue be initiated between the Center staff/administration and the agencies at the formal and informal level.

   d. Increased communication to the Indian community be initiated by the Center administration.

   e. Training realistically include the subject of work attitudes (i.e., absenteeism, job preparation, job interviews, dress codes) in addition to skill attainment.

   f. Job-placement follow-up procedures be improved and made more extensive.

   g. Formal procedures be established for assistance in the area of high school/GED recognition.

   h. Course work reflect an updated look at present and future manpower requirements.

5. An example of a task force process to solution is outlined in the body of the report.

COMPREHENSIVE NEEDS ASSESSMENT FOR THE
GILA RIVER CAREER CENTER

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PURPOSE AND OBJECTIVES

Under the best of conditions it is difficult to train clients in a way that will fully meet the expectations of all the groups involved in their training and those who will receive their services. However, this was the purpose of the Gila River Career Center when they approved the implementation of an in-depth needs assessment of the Center instituted goals. This assessment was to include representatives from all the locally responsible agencies.

In an article entitled, "If You Must Consort, Make It Productive," authors D. A. Lambert and J. J. Gilroy indicate that we must involve all participating institutions in the training process. However, there are some critical steps which must occur before the consortium of agencies can be productive. The authors further state, "common outcomes must be agreed upon, and while members of the consortium may play differentiated roles in reaching these outcomes, all roles are necessarily seen as mutually supportive."

The effectiveness of educational programs can be measured if it is clear to the responsible institution exactly what goals it seeks to accomplish. The Gila River Career Center is a vocational skill training institution operated by the Pinal County Community College District. The Center's goal of providing skill training to adequately fulfill student-trainee needs cannot be met if periodic assessment is not made of community demands, expectations, and job market conditions. By definition, the goal of providing salable-relevant skill training rests on an

assessment of actual (job market) and perceived needs of the community elements involved. In this manner decision making will be based on data and can form a foundation for goal identification, objectives definition, and eventual program accountability.

METHODS AND PROCEDURES

General

The design and format of this needs assessment follows the general sequence of procedures established by iaa in previous large-scale comprehensive needs assessment programs. In general, the steps used are as follows:

1. Model selection and modification.
2. Development of a starter list of concerns.
   a. Initial list of areas of concern.
   b. List of involved populations to be tapped for the task of priority assessment.
3. Workshop including cross-section of steering committee members who would augment, consolidate, and prioritize list of needs.
4. Development of needs assessment instrument based on list of concerns.
5. Administration to target populations.
6. Analysis and interpretation of data in final report.

Model Development

A needs assessment model was designed to accomplish the major structured and design considerations in the present program. The model is pictured in Figure 1. The model portrays some of the major steps designed to determine the elements of the Gila River Career Center institutional needs utilizing the value or program priority associated with various areas of concern, the extent of the problems in these same areas and the perceived

importance of the areas. In this manner, need areas are determined by measuring generated values, perceived frequencies of occurrence and perceived importance concerning a set of candidate concerns. Concerns which rank high in VALUE, EXTENT and IMPORTANCE can then be used to form the basic and immediate problem areas to be confronted in the Gila River Career Center training program.

VALUE + EXTENT + IMPORTANCE = PROBLEM SEVERITY

Too often, needs assessment methods do not reflect the perceptions of the very sub-publics involved in the program. To a great extent such programs solely mirror the perceptions of a few and needs represent a limited perspective. It is hoped that the present model increases the probability of broad acceptance, utility, and effectiveness by including input from the perception of all involved sub-publics as basic data for a significant part of the training programs.

Operational Steps

To carry out this plan, iaa was charged by the Career Center, through a grant from the Arizona State Department of Education, Vocational Education through the Research Coordinating Unit, to initiate the needs assessment. In cooperation with the staff at the GRCC, areas of concern, interest, and problems related to a needs assessment were identified.

Utilizing this data combined with nationwide information on problems relating to teacher education, a starter list was developed containing examples of institutional concerns (Appendix I). This list was given to the steering committee.

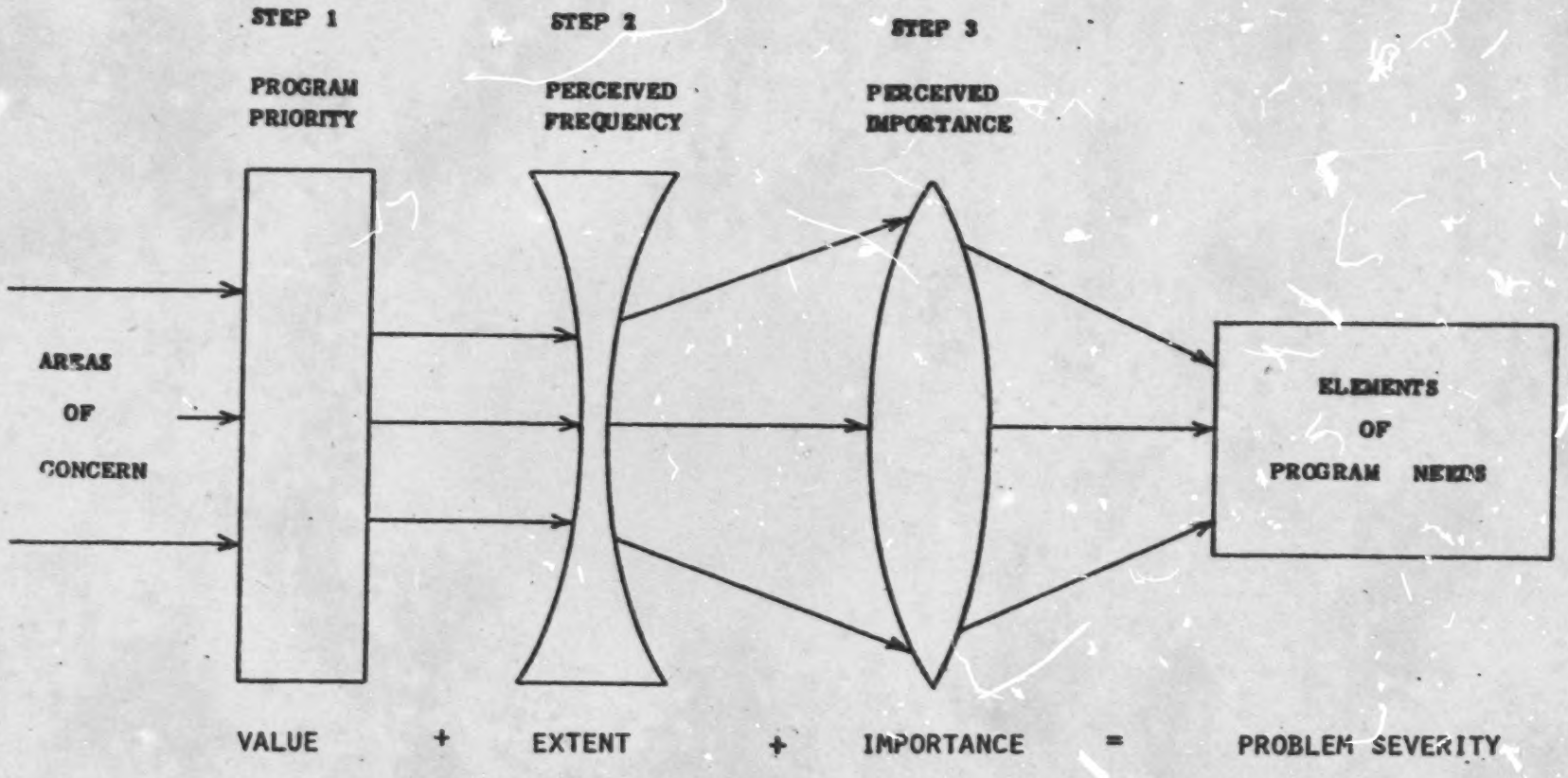

FIG. 1

GILA RIVER CAREER CENTER
INSTITUTIONAL NEEDS ASSESSMENT MODEL

Steering committee participants included members from the following organizations/responsibilities:

1. Pinal County Community College District
2. Gila River Career Center (students and staff)
3. Florence High School
4. Gila River Indian Community
5. American Smelting and Refining
6. BIA
7. DES - Casa Grande
8. Hecla Mining
9. Continental Oil Company
10. Tribal PHN

These participants in the December 1975 needs assessment workshop were asked to use the following procedures:

1. Committees were formed that had representatives from each group described above.
2. Examples of areas and sample specific needs within areas were presented to each group so that the scope and abstraction level of the lists were fairly uniform.
3. Each committee generated a list of institutional concerns assoicated with the Career Center.
4. The lists constructed were then analyzed and redundancies were eliminated and closely related skills were combined.
5. The consolidated lists were then sent to the participants, and they were asked to rank the top 20 from a total list of 40 areas of concern.

Instrument Development and Administration

The data derived from the workshop were placed in a sample instrument format. This was forwarded to the dean of the Career Center, Mr. Richard Armenta, who made appropriate modifications. Clarification of language was completed, redundancies were further reduced. The final instrument was designed incorporating 45 areas of concern (see Appendix III). The instrument was designed so that the respondents would express the "extent" to which the problem occurs and the "importance" associated with that problem area. The instrument was then printed and sent out to a large number of representatives from the aforementioned sub-publics.

Data Analysis and Summarization

VALUE

As previously stated, the areas of concern were identified during the steering committee meetings. An instrument was then designed to solicit input concerning the prioritization of these areas of concern. The steering committee members were asked to select the top twenty areas of concern of the forty-five areas and prioritize the twenty they selected. Using the steering committee's prioritization, ranks for the individual areas of concern were determined. These ranks were then used as measures of VALUE for each of the areas of concern.

EXTENT and IMPORTANCE

An instrument was designed to solicit input from a sample of the selected sub-publics. The information solicited from each of the respondents was the EXTENT and IMPORTANCE of each of the areas of concern. The respondents indicated on a five-point scale the extent to which the problem (area of concern)

occurs presently and again on a five-point scale, the importance of the problem. Mean responses were then determined for each area of concern on both dimensions, EXTENT and IMPORTANCE. These means were then ranked. The one rank was then used as the measure of extent and the other independent rank was used as the measure of importance for each of the areas of concern.

Severity of Problem

Using the model previously defined the severity of each problem or the severity of each area of concern was determined. As stated in the model development, each major component VALUE, EXTENT and IMPORTANCE was given equal weights. Measures of each of these components, i.e., the ranks were then added to determine a total score under the model. These total scores were then ranked to determine the measure of the outcome of the model, Severity of Problem. This process was used with the input from each of the sub-publics. That is, Severity of Problem was determined for the student, community, and teacher sub-publics. Correlations were then run between the measures of problem severity determined by each of the sub-publics.

The final step in the analysis was the combining of these measures of problem severity over sub-publics. This was done by adding the measures for each area of concern over the three sub-publics. This score was then ranked to determine overall Severity of Problem.

RESULTS

Response Sample

As previously stated, the generated list of areas of concern was sent to selected sub-publics for their response.

Table 1 shows the number of questionnaires completed by sub-publics.

Table 1

Response Population

Sub-public	Received Responses
Students	87
Staff--instructors, counselors, administrators	28
Community	27
Total	142

Sub-publics Apparently Agree

The sub-groups from various and diverse perspectives and orientations seem to generally agree quite well as to where the major concerns of the Gila River Career Center are evident. Correlations (Spearman) of the responses by each of the sub-groups to the 45 items were determined, and the list of the intercorrelations analyzed (Table 2).

Table 2

Table of Intercorrelations
Problem Severity

Group	Student	Staff	Community
Student	1.00	.61	.77
Staff	.61	1.00	.53
Community	.77	.53	1.00

It was found that a great deal of similarity of response existed in the problem prioritizations given by staff, students, and community representatives. In fact, the average correlation between all groups was .64. A correlation of .35 is significant at and beyond the .05 level and .43 is significant at and beyond the .01 level of significance. It is sufficient to state that these results show that the overall ranking of the individual concerns received agreement among the various sub-publics and that concordance appears to have been reached among these sub-publics with respect to the overall prioritization of significant areas of concern within the Gila River Career Center.

Now that we know that the sub-publics generally agree, the question becomes, "What are THEY saying?"

What Are They Saying?

The phrase "What are they saying?" is often rhetorically expressed. The "they" part of the phrase is generally a nebulous and a multi-meaning "they". We are fortunate that the "they" in the present case can be identified and the sub-publics needs made known.

When the model calculations are made, that is, summing the ranks of Value, Extent and Importance to arrive at Problem Severity, the following top ten (10) areas of concern are most severe for the combined sub-publics (Table 3).

Table 3

Rank	Item No.	Areas of Concern
1	13	Examine the extent to which teachers are sensitive to and interested in student problems.
2	2	Determine if the six months training period is appropriate or if a longer training period is appropriate or if a longer training period is necessary.
3	3	Examine the adequacy of the communications system within the school.
4	16	Determine the extent to which local industry absenteeism policies need to be shared with students.
5	7	Examine the feasibility of and necessity for students to complete a GED or high school diploma.
6	23	Examine the adequacy of the communication between the Center and agencies.
7	1	Determine if there is a lack of interest in the Career Center on the part of the Indian Community.
8	15	Assess the manpower requirement, present and future, of the area.
9	20	Examine the extent of job-placement follow-up.
10	9	Examine the classes in the area of job preparation, i.e., job interviews, absenteeism, dress codes, work attitudes.

It is important to note at this point that the total response represents all sub-publics equally. Although only 27 community representatives responded versus 87 students, the model uses the rank score for each of the problem areas for each of the groups. In this manner each group contributes equally to the final ranking of the problem area.

If we are allowed to categorize and paraphrase the stated concerns of the total group we find that of the top ten overall concerns five are basically in the areas of administration/ staff problems, and the remaining five are in the area of curriculum.

ADMINISTRATION

---Staff interest in student problems.

---School communication systems.

---Center and agency communications.

---Community interest in Center.

---Job placement follow-up.

CURRICULUM

---Training period time.

---Industry absenteeism.

---GED policies/high school diploma needs.

---Present and future manpower requirements assessment.

---Classes in job preparation, i.e., interviews, absenteeism, work attitudes.

The combined sub-publics are asking for more sensitivity on the part of the administration/staff to student problems, communication within the system, between the Center and agencies and the Center and the Indian community.

In addition they want the training period time interval to be examined, the possible need for some high school recognition and especially the need to examine the feasibility of introducing or improving the training in the areas of job attitudes, i.e., dress codes, absenteeism. Along with this manpower requirements should be reassessed.

In the next sections we will break down the "they" to examine even further the concerns and needs exhibited by each of the sub-publics.

What Are The Students Saying?

The following table (Table 4) shows the top five problem areas as indicated by the students.

Table 4

Student Responses

Rank	Item No.	Areas of Concern
1	2	Determine if there is a lack of interest in the Career Center on the part of the Indian community.
2	13	Examine the extent to which teachers are sensitive to and interested in student problems.
3	20	Examine the extent of job-placement follow-up.
4	3	Examine the adequacy of the communications system within the school.
5	16	Determine the extent to which local industry absenteeism policies need to be shared with students.

The students mirror quite dramatically the needs previously stated by the total group.

They are particularly concerned about the length of time given to training periods, sensitivity to their problems and job-placement follow-up.

What Is The Staff Saying?

It is interesting to note that the staff also place the length of the training period as a number one concern (Table 5). They want an examination of the adequacy of Center and agencies communication. Quite surprisingly they also are critical of their success in the area of sensitivity to student problems. The staff may be exhibiting a concern that they are not meeting this need. In addition they rank a possible interest in the need for high school recognition/GED fairly high.

Table 5

Staff Responses

Rank	Item No.	Areas of Concern
1	2	Determine if the six months training period is appropriate or if a longer training period is necessary.
2	23	Examine the adequacy of the communication between the Center and agencies.
3	13	Examine the extent to which teachers are sensitive to and interested in student problems.
4	3	Examine the adequacy of the communications system within the school.
5	7	Examine the feasibility of and necessity for students to complete a GED or high school diploma.

What Is The Community Saying?

The community stated top five problem areas are presented in Table 6.

Table 6

Community Responses

Rank	Item No.	Areas of Concern
1	15	Assess the manpower requirement, present and future, of the area.
2	16	Determine the extent to which local industry absenteeism policies need to be shared with students.
3	14	Examine the extent to which the Center programs are sensitive to the special cultural needs of the Indian.
4	23	Examine the adequacy of the communication between the Center and agencies.
5	7	Examine the feasibility of and necessity for students to complete a GED or high school diploma.
5	13	Examine the extent to which teachers are sensitive to and interested in student problems.

Again strong concensus with the total group is shown. Of these top five, four are shown in the top ten of the total group. The one added concern (item 14) shows up as ranked 3 by the community, does however show up as number 11 overall and in addition appears as ranked 8 with the students (Appendix III). This item (14) expresses the concern of the community that the Center personnel need to be made aware of Indian-related problems and their causes.

The remaining problems in the top five are those that have shown up rather consistently in the other sub-groups.

CONCLUSIONS

1. The sub-publics appear to agree quite consistently with the relative priorities and severities of the various areas of concern.
2. The combined sub-publics agree that we need to:
   a. Administration

      Examine the staff sensitivity to student problems; the school communication system; the school's communication with the agencies; the need for Indian community interest and job-placement follow-up.

   b. Curriculum

      Examine the adequacy of the training time period; training in work attitudes; high school/GED diploma and present and future manpower requirements.

RECOMMENDATIONS

1. That task forces be established as the next step. Their purpose will be to define the extent of the present situation relative to the need expressed and prepare alternative solutions. This task force should be representative of the various sub-publics that have participated and contributed to this needs assessment, and be given authority to reduce the "red tape" often encountered in implementation.

An example of a possible task force strategy for proposing alternative solutions follows the list of recommendations.

2. The task force, in order of priorities and logistical abilities, examine to extent to which, if any that:

   a. Training period be changed to reflect program needs rather than logistic constraints. That the training include time and effort for the assessment of student problems, and the assistance in the resolving of these student-centered problems.

   b. The school's basic communication system reflect the communication needs of the students and staff.

   c. Increased dialogue be initiated between the Center staff/administration and the agencies at the formal and informal level.

   d. Increased communication to the Indian community be initiated by the Center administration.

   e. That training realistically include the subject of work attitudes (i.e., absenteeism, job preparation, job interviews, dress codes) in addition to skill attainment.

   f. Job-placement follow-up procedures be improved and made more extensive.

   g. Formal procedures be established for assistance in the area of high school/GED recognition.

   h. Course work reflect an updated look at present and future manpower requirements.

3. The following represents an example which incorporates stated needs, and an examination of what is being done now, discussions of what is wanted and a list of possible alternative solutions such a task force could propose.

EXAMPLE

NEED	Training should realistically include the subject of work attitudes (i.e., absenteeism, job preparation, job interviews, dress codes) in addition to skill attainment.
WHAT ARE WE DOING NOW?	1. Catch as catch can, when extremes are exhibited. 2. One half-hour discussion during counseling.
WHAT DO WE WANT?	Actual instruction to begin early in training, to include observation, tutorial work, small group work and monitoring with feedback during training period.
SOLUTION STRATEGY	1. Design a program/course based on perceived needs which incorporate sequenced tasks.

2. Set up the program including speakers and field trips to job sites.
3. Set up cluster observations in simulated situations.
4. Set up group and individual tutorial sessions as needs are expressed.
5. Presentation of total lessons with critique by peers and instructor.
6. Teaching experience to incorporate time for dialogues with successful student placements.

APPENDIX I

Workshop Starter List

Need to:

Examine the extent of individual student/instructor class interaction.

Examine the extent to which teachers are sensitive to student needs.

Determine whether present counselor office hours are consistent with need.

Examine the need for inservicing teachers on the use of AV materials and equipment.

Determine whether teachers have sufficient background information on each student to successfully administer to the students' needs.

Determine whether teachers need assistance in preparing their daily lesson plans.

Examine the need for increased interaction between teachers and students out of class.

Re-examine the present day relevancy of the Center programs.

Examine the adequacy of the Career Center safety measures.

Examine the adequacy of the Career Center equipment.

Determine the extent to which teachers should be released to interact with industry representatives concerning current market trends.

Examine the need for increased communication between teacher and counselor.

Examine the need for increased communication between teachers and placement officers.

Examine the need for increased interaction between the teachers and the Dean of Instruction.

Determine the need for more meetings between the administration and the clerical staff.

Examine the extent to which time at the Center is spent in irrelevant activities.

Determine the extent to which, if any, that materials and supplies are wasted.

Examine the general state of repair of the facility.

Determine the extent to which, if any, that increased custodial staff is needed.

Examine the extent to which counselors should have private offices for client interaction.

APPENDIX II

Survey Instrument

GILA RIVER CAREER CENTER
Needs Assessment Survey
Form A

DIRECTIONS

1. This questionnaire incorporates a generalized list of possible areas of concern or needs within the Gila River Career Center programs. These areas have been generated through dialogue and compilation of responses from students, instructors, administrators, counselors, placement officers, as well as business and community.

2. In the appropriate box under EXTENT please indicate (to your knowledge) the EXTENT to which problems in each of the areas have occurred. That is how often you have perceived problems in each of the listed areas of concern.

3. In a similar manner, in the appropriate box under IMPORTANCE, please indicate the IMPORTANCE of the problems encountered in each of the areas of concern. That is, the IMPORTANCE of the problem to the success of the Gila River Career Center. A problem may occur frequently, however, you may feel that the occurrence is not very IMPORTANT to the success of the Gila River Career Center. On the other hand, problems may occur infrequently, but have extreme IMPORTANCE to the success of the Gila River Career Center.

GILA RIVER CAREER CENTER
NEEDS ASSESSMENT SURVEY
Form A

Please check one of the following which best describes your present area of representation:

_____(1) Student
_____(2) Instructor
_____(3) Community
_____(4) Business
_____(5) Administration
_____(6) Counselor/Placement
_____(7) Other_____

I. AREAS OF CONCERN	II. EXTENT					III. IMPORTANCE				
A NEED TO:	(1) Occurs Very Frequently	(2) Occurs Frequently	(3) Occurs Sometimes	(4) Occurs Rarely	(5) Never Occurs	(1) Is Extremely Important	(2) Is Important	(3) No Opinion	(4) Is of Little Importance	(5) Is not Important At All
Determine if there is a lack of interest in the Career Center on the part of the Indian community.										
Determine if the six months training period is appropriate or if a longer training period is necessary.										
Examine the adequacy of the communications system within the school.										
Examine the adequacy of the communication between the business community and school personnel.										
Examine the extent of the interaction between the students and the school administration.										

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I. AREAS OF CONCERN	II. EXTENT					III. IMPORTANCE				
A NEED TO:	(1) Occurs Very Frequently	(2) Occurs Frequently	(3) Occurs Sometimes	(4) Occurs Rarely	(5) Never Occurs	(1) Is Extremely Important	(2) Is Important	(3) No Opinion	(4) Is of Little Importance	(5) Is Not Important At All
Examine the adequacy of the communication between the center and agencies.										
Examine the extent to which counselors should have private offices for client interaction.										
Examine the adequacy of the communication between teacher and counselor.										
Determine whether present counselor office hours are consistent with need.										
Determine the extent to which Career Center personnel need to be aware of the contemporary problems of Indians and their causes.										
Determine if more information concerning careers and working demands over and above actual skill development, should be addressed by the Center.										
Examine the extent to which the training at the Center reflects present day job conditions.										
Examine the extent to which the Center deals with attitudes toward work.										

I. AREAS OF CONCERN	II. EXTENT					III. IMPORTANCE				
A NEED TO:	(1) Occurs Very Frequently	(2) Occurs Frequently	(3) Occurs Sometimes	(4) Occurs Rarely	(5) Never Occurs	(1) Is Extremely Important	(2) Is Important	(3) No Opinion	(4) Is of Little Importance	(5) Is Not Important At All
Examine the extent to which instructors are kept up to date in their vocational disciplines.										
Examine the feasibility of and necessity for students to complete a GED or high school diploma.										
Examine the feasibility of and necessity for setting up career days with industrial representatives on campus.										
Examine the classes in the area of job preparation, i.e., job interviews, absenteeism, dress codes, work attitudes.										
Examine the extent to which time at the Center is spent in irrelevant activities.										
Examine the adequacy of the inservicing of teachers in the use of audio-visual materials and equipment.										
Determine the extent to which teachers should be released to interact with industry representatives concerning current market trends.										
Examine the extent to which teachers are sensitive to and interested in student problems.										

I. AREAS OF CONCERN	II. EXTENT					III. IMPORTANCE				
A NEED TO:	(1) Occurs Very Frequently	(2) Occurs Frequently	(3) Occurs Sometimes	(4) Occurs Rarely	(5) Never Occurs	(1) Is Extremely Important	(2) Is Important	(3) No Opinion	(4) Is of Little Importance	(5) Is Not Important At All
Examine the extent to which the Center programs are sensitive to the special cultural needs of the Indian.										
Assess the manpower requirement, present and future, of the area.										
Determine the extent to which local industry absenteeism policies need to be shared with students.										
Examine the extent to which local employers are aware of new employee problems.										
Examine the adequacy of the present system of informing students about help that can be made available.										
Examine the extent of problems concerning placement in union jobs.										
Examine the extent of job-placement follow-up.										
Examine the feasibility of further training on work-related relationship after graduation and or the job.										
Examine the extent to which Indian problems of self-identity are addressed by the Center.										

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Determine whether teachers have sufficient background information on each student to successfully administer to the students' problems.										
Examine the extent of individual student/instructor class interaction.										
Examine the validity, reliability and use of the present grading system.										
Determine the extent to which, if any, increased custodial staff is needed.										
Determine whether teachers' daily lesson plans are adequate to insure the delivery of the objectives of the class.										
Examine the adequacy of the Career Center safety measures.										
Examine the adequacy of the Career Center equipment.										
Examine the adequacy of communication between teachers and the Dean of Instruction.										
Determine if the number of meetings between the administration and the clerical staff is adequate.										

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A NEED TO:	(1) Occurs Very Frequently	(2) Occurs Frequently	(3) Occurs Sometimes	(4) Occurs Rarely	(5) Never Occurs	(1) Is Extremely Important	(2) Is Important	(3) No Opinion	(4) Is of Little Importance	(5) Is Not Important At All
Determine the extent to which, if any, that materials and supplies are wasted.										
Examine the general state of repair of the facility.										
Determine if there are problems getting trainees to the job sites.										
Determine if there are any problems in getting day students enrolled.										
Examine the adequacy of the school absence policy.										
Examine the extent of the interaction between teachers and students out of class.										

APPENDIX III

Total Data

ALL GROUPS

(Ranking on Problem Severity)

Item	Student	Staff	Community	Total	Rank
1	7	7	9	23	7
2	1	1	11.5	13.5	2
3	4	4	7.5	15.5	3
4	17	17	18	52	14
5	14	12.5	26.5	53	15.5
6	10.5	15	19.5	45	12
7	6	5	5.5	16.5	5
8	27	27	28	82	28
9	15	10.5	10	35.5	10
10	35	35	31	101	34
11	19	22.5	24.5	66	22
12	26	20	24.5	70.5	25
13	2	3	5.5	10.5	1
14	8	28	3	39	11
15	9	21	1	31	8
16	5	9	2	16	4
17	23.5	42	17	82.5	29
18	10.5	30	14	54.5	17
19	32	45	34	111	41.5
20	3	22.5	7.5	33	9
21	20	43	16	79	26.5
22	28	39.5	11.5	79	26.5
23	12.5	2	4	18.5	6
24	12.5	10.5	30	53	15.5
25	18	8	22	48	13

Item	Student	Staff	Community	Total	Rank
26	16	18	33	67	23
27	22	12.5	23	57.5	18
28	23.5	44	29	96.5	32
29	30	19	21	70	24
30	29	14	15	58	19
31	21	16	26.5	63.5	20
32	31	29	37	97	33
33	34	37	38	109	38.5
34	45	36	45	126	45
35	25	41	41	107	37
36	37.5	26	42	105.5	36
37	44	39.5	40	123.5	44
38	33	24	36	93	31
39	39	31.5	39	109.5	40
40	42	25	44	111	41.5
41	43	31.5	43	117.5	43
42	41	34	13	88	30
43	37.5	33	32	102.5	35
44	40	6	19.5	65.5	21
45	36	38	35	109	38.5